



SCHOLARSHIP ANALYSIS for Teaching and Learning

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INTRODUCTION

This resource follows the analysis of the NCEA Assessment Reports at Levels 1, 2 and 3 for Literacy and Thinking. Over the months we have worked with schools to use the resource, the implications of the Thinking Analyses and the Markers for Merit and Excellence have led us to look more closely at approaches to fostering Higher Order Thinking. This becomes increasingly important when working with Scholarship students.

With this in mind we have analysed the Scholarship Performance Standards (*italic text*) and Assessment Reports (plain text) with an emphasis on unpacking the expectations attached to the highest order instructional words. These have been presented in a cross-curricular way in the interests of fostering a collegial approach to learning at the higher levels of thinking. The instructional words that have been included are:

Analyse	Critically Analyse	Evaluate	Synthesise
Create/Show Original Thinking			

As well, there is an analysis of Style at this level as it is clearly an ingredient in student success. The markers for what separates out the students who meet this criteria have been identified.

The final analysis is of the weaker areas noted in the performance of students who presented for the Scholarship Exam.

The following subjects have been included:

English	Science	Technology	Media Studies	Biology	Physical Education
Visual Arts	Chemistry	Classical Studies	French	Physics	Drama
Music	Accounting	Geography	History	Economics	Mathematics
Home Economics	Graphics				

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SCHOLARSHIP ANALYSIS – Instructional verbs

ANALYSE

Instructional Verb	Curriculum Area	Comment
Analyse	History	Show understanding of historical relationships and contextual issues, select argument <i>Demonstrate a thorough and perceptive understanding of historical relationships in selected contexts and settings</i>
Analyse	Graphics	Link 2 areas, present depth of analysis
Analyse	Accounting	Understood choices and implications of those,
Analyse	Science	Drew links between key points from information provided and existing knowledge or between aspects of existing knowledge, recognised factors important in the integrated context <i>Interpret and apply the knowledge and methodology of science</i>
Analyse	Chemistry	Linked knowledge of chemistry directly to context of question <i>Analyse and interpret information; show the ability to link ideas both within one area and across different areas of chemistry; demonstrate the ability to analyse problems from a chemical perspective</i>
Analyse	Biology	Discerning when analysing questions and the resource information and selecting appropriate biological knowledge to answer the question, link across different aspects and purposes, discuss interactions between <i>Use biological knowledge and skills to analyse biological situations</i>
Analyse	Physics	Interpret an unfamiliar situation in context
Analyse	Technology	Demonstrate analytical skills in identifying similarities and differences between technologists' practices <i>Explain how the complexities of the situation(s) have been identified and explored : identify, analyse and integrate multiple variables, some of which conflict</i>
Analyse	Art History	The need for analysis of specific works cannot be over-emphasised. <i>Astute selection of evidence, expansive argument, considered interpretations</i>

Analyse	Classical Studies	Analysed the question set, determined its key requirements, and planned a focused response. <i>Analytical perception means understanding of core issues and an awareness of subtext ie wider associations and unstated implications</i>
Analyse	Drama	Convincingly translate understanding of the performance piece into physical terms. <i>Demonstrate complexity and depth of understanding.</i>
	English	Discuss similarities and differences of passages. Close analysis required in Section A Analyse texts and the ways in which they are crafted. <i>Knowledge of methods used in crafting will be demonstrated through critical thinking about common and specific conventions in written, visual and oral texts such as structure, style, layout, delivery techniques, figurative language, editing, method of narration, rhetorical devices, sound effects, dramatic techniques, characterization, costume and scripting.</i>
Analyse	Languages	<i>Extract information from given material and use this to express and develop ideas in a coherent manner</i>
Analyse	Media Studies	Contemplate how media producers and audiences “think” about products at times of radical change. Argued for and against and analysed a variety of viewpoints. <i>The student will demonstrate strong analytical skills. Analytical skills are shown through such things as critical thinking, considering different perspectives, examining in detail, developing a coherent argument, astute selection and use of evidence, deriving generalisations from examples, the ability to apply the main concepts of Media studies in appropriate ways, an ability to draw well-supported and thoughtful conclusions, demonstration of insight etc.</i>
Analyse	Music Studies	Demonstrate an intelligent selection of questions and depth of analysis. <i>Demonstrate depth and breadth of understanding of the music elements, structural characteristics, social, historical, cultural and stylistic background of Music Studies, Composition or Performance.</i>
Analyse	Physical Education	Ability to use scenarios of 4 students to explain the different needs and goals, discuss the specificity of training and the effects of overtraining.

Analyse	Te Reo Maori	
Analyse	Visual Arts	<p>Awareness of artists and knowledge of practice will enable candidates to provide evidence of research, analysis and understanding of strategies that critically underpin their proposal.</p> <p><i>Analysis may include, but not be limited to, personal contexts, situational contexts and cultural contexts surrounding the making of the work, which allows for practical exploration, synthesis and communication.</i></p>
Analyse	Painting	
Analyse	Photography	<p>Showed a broad understanding of contemporary art issues across a range of disciplines and drew upon conceptual ideas from research in other fields including broader cultural contexts.</p> <p>Evaluation supported by image analysis examining how images communicate ideas.</p>
Analyse	Design	<p>The key concepts were analyzed and interrogated until appropriate design solutions originated.</p> <p>A genuine understanding of artist / designer models and broader insights into cross-disciplinary practice led to development of ideas, media and format</p>
Analyse	Printmaking	<p>Looked across the various disciplines and found a variety of artists who appropriately informed the concerns they were dealing with.</p>
Analyse	Sculpture	<p>Engaged in a logical and solid exploration of identified contexts</p> <p>Demonstrated a consistent, systematic, analytical and reflective approach</p>

SCHOLARSHIP ANALYSIS – Instructional verbs

CRITICALLY ANALYSE

Instructional Verb	Curriculum Area	Comment
Critically Analyse	History	Present a critical argument, critique the views of historians <i>Demonstrate an understanding of the critical underpinnings and scope of an historical question/context; understanding critical underpinnings refers to the ability to establish the primary focus and related issues/questions/problems implied by the task; scope refers to: breadth and depth of the question, place and time settings, balanced coverage</i>
Critically Analyse	Geography	Demonstrate good understanding of how perspectives shape and influence views and opinions, discussed benefits and costs <i>Critically analyse a particular setting by: interpreting the geographic nature of the context, evaluating the geographic perspectives and applying the critical analysis to another setting. Critically analyse means to appropriately use geographic knowledge, skills, ideas and understanding to: analyse, weigh up and critically evaluate, abstract and generalise, integrate, synthesise and apply knowledge and ideas, recognise perspectives</i>
Critically Analyse	Economics	Excellence in critical thinking – included pros and cons in answer
Critically Analyse	Accounting	Able to provide innovative reasons why <i>Interpret financial reports for external users, demonstrate an outstanding level of critical and flexible thinking. Critical thinking involves: considering evidence, appraising evidence, making informed judgements and/or recommendations</i>
Critically Analyse	Maths – Stats	Assess strength of evidence – use inferential techniques, show high level of critical thinking
Critically Analyse	Maths – Calc	Give evidence of critical thinking in unfamiliar contexts

Critically Analyse	Science	<i>Critically analyse integrated contexts using the knowledge and methodology of science; demonstrate perception in the critical analysis of integrated contexts – Critically analyse requires analyse and/or evaluate in detail the material presented, including identifying key points and any problems with conclusions, discussing bias and validity if relevant and separating fact from opinion if required</i>
Critically Analyse	Physics	To answer correctly, had to critically examine answer to ensure consistency with relevant physics concepts
Critically Analyse	Technology	Demonstrate, explain and give evidence of critical reflection on their technological experiences in developing a technological outcome – explain complexities; justify practice and outcome; demonstrate how critiquing and analysing other practising technologists informed their practice <i>Critically reflect on own technological practice and experiences with reference to that of others : Critical reflection requires the students to undertake a comprehensive analysis that evaluates information, understandings and practices that affect the development of technological outcomes</i>
Critically Analyse	Art History	Integration of perceptive analysis to support discussion of key works and their broader contexts. <i>Highly developed skills of critical response to works of art and their contexts</i>
Critically Analyse	Classical Studies	Analysed the source material provided to draw thoughtful conclusions about its specific content, as well as its links to the wider topic
Critically Analyse	Drama	Their performance was polished, fluent and controlled, reflecting highly competent critical analysis and selectivity. <i>Apply critical analysis of drama processes and drama text to text-based, impromptu and self-devised drama performances.</i>
Critically Analyse	English	Demonstrate critical knowledge and evident enjoyment of a wide range of texts. Apply knowledge of techniques to draw out the crafting or ideas of the writers. Draw on references from texts in judicious and succinct ways. <i>Respond critically with mature ideas and independent reflection. Demanding text and questions provide scope to apply a high level of critical thinking. It is not necessarily the complexity of the text but how students respond that makes it demanding.</i>

Critically Analyse	Languages	Need a thorough knowledge of structures and language up to Level 8 of the curriculum, as well as being able to approach a question critically.
Critically Analyse	Media Studies	Must be able to interrogate quotes. <i>It is important to have a critical understanding of the social, cultural, technological, industrial, economic and political contexts in which texts are produced, circulated or consumed.</i>
Critically Analyse	Music Studies	Demonstrate a depth of analysis and critical commentary as befits the level of this examination. <i>Advanced analytical skills and insight</i>
Critically Analyse	Physical Education	Ability to provide some critique on why certain initiatives are perceived to be needed and possible reasons for government support of them.
Critically Analyse	Visual Arts	Digital engagement must be purposeful, appropriate and show a critical and analytical appreciation of why this is being used and the advantages that can be achieved.
Critically Analyse	Painting	Demonstrated a diversity of forms of practice in contemporary painting which often included critical responses to such things as photography, illustration, installation & sculpture Workbooks increased the marker's depth of understanding about appropriate critical decisions related to what motivated the work – clear evidence of the 'running line' of the work as well as unexpected connections that were 'driven' by the central inquiry.
Critically Analyse	Photography	Artists were investigated because their ideas or methods had relevance to the candidate's investigations. Strong submissions continued to question, did not have pre-determined outcomes, asked meaningful questions, and were research-based, with a sense of inquiry rather than being outcome-focused.
Critically Analyse	Design	Confidently understood and employed contemporary design processes which included critical and reflective practices and research methodologies.
Critically Analyse	Printmaking	Constantly asked themselves questions of "why" when determining whether to use particular ideas or images.
Critically Analyse	Sculpture	Represented sculptural investigations through a parallel body of work which offered alternative methods and possibilities

SCHOLARSHIP ANALYSIS – Instructional verbs

EVALUATE

Instructional verb	Curriculum Area	
Evaluate	History	Make critical and informed judgements (beyond the obvious) about evidence and/or research, evaluate historical narratives ... critically evaluate views and evidence <i>Develop valid, informed and perceptive judgements about the nature of historical evidence and/or historical research; critically evaluate historical narratives in a sustained manner; critical evaluation involves: weighing up evidence, discerning component parts, examining the origins/purpose/intent/perspective(s) of narratives, making informed comments/judgements</i>
Evaluate	Geography	Breadth to critical evaluation from inclusion of 'their studies in geography' as well as resource material, demonstrated a good understanding of how to critically evaluate, discriminating about the information to select and include, could critically evaluate – weigh up evidence, assess validity, make judgements, make a case to support or reject a statement, argued both sides before coming to a final conclusion and judgement <i>evaluating the geographic perspectives, weigh up and critically evaluate</i>
Evaluate	Economics	Excellence in critical thinking – drawing valid conclusions and writing an evaluation that included the pros and cons of issues
Evaluate	Accounting	Understood importance – eg GAAP in preparation of financial statements <i>Within a conceptual framework, identify, process and report financial information and evaluate and justify the accounting treatment of information contained in financial reports; Present justified conclusions; Critical thinking involves: considering evidence, appraising evidence, making informed judgements and/or recommendations</i>
Evaluate	Maths – Stats	Justify conclusions, discuss validity of forecasts, make suggestions for improvements based on evaluating the weaknesses of the statistical methods or the impact of specific contextual factors

Evaluate	Science	Justified the manipulation of variables in experimental design
Evaluate	Chemistry	Justified choices
Evaluate	Biology	Explain significance
Evaluate	Physics	Showed good understanding of practical implications of answers
Evaluate	Technology	<i>Justify the way in which practice and outcome(s) address the problem(s) identified in a comprehensive and enterprising manner :</i>
Evaluate	Art History	Evaluate different uses of light)(eg symbolic, naturalistic,, chiaroscuro, as subject) through in-depth analysis of key works
Evaluate	Classical Studies	Evaluated different viewpoints and synthesized arguments <i>Evaluate critically an aspect or aspects of the classical world, referring to a range of ancient and, where appropriate, secondary sources.</i> <i>Evaluate critically means to examine and analyse material and make a well-informed judgment about it.</i>
Evaluate	Drama	Articulate justification of their insights, substantiating critical and analytical ability. <i>Substantiate and justify applied drama theory in self-devised work.</i>
Evaluate	English	Need to possess critical and evaluative skills to a high level. Perceptive analysis which works towards synthesized appraisals of the writer's works. Ability to move across texts and genres to make comparisons. <i>Respond critically is under-pinned by the essential metacognitive skills of interpretation, analysis and evaluation in EINZC</i>
Evaluate	Languages	
Evaluate	Media Studies	
Evaluate	Music Studies	Ability to judiciously appraise and select questions for responses <i>Apply knowledge and skills through the detailed critical analysis, evaluation and review of a range of music works.</i> <i>The student will be able to demonstrate knowledge, skills, and understanding and draw conclusions through explaining, analyzing, defining, critiquing, evaluating, comparing the music elements, features, structural characteristics, performance practices, social, historical, cultural and stylistic backgrounds.</i>

Evaluate	Physical Education	<p>Critical evaluation of the examination's statements / positions. Drew on their own learning experiences to justify their stance eg regarding the benefits of outdoor education. <i>Critically evaluate information to demonstrate an holistic understanding of physical education, arising from both theoretical knowledge and practical application.</i> <i>Demonstrate an exceptional level of critical evaluation, showing outstanding breadth of knowledge and depth of understanding.</i> <i>Critically evaluate means that a student must be able to demonstrate the ability to make a valid judgment clearly supported by evidence gained through processes of critical thinking including "examining, questioning, synthesizing, evaluating, challenging taken for granted assumptions about issues and practices."</i></p>
Evaluate	Te Reo Maori	Justify ideas convincingly with evidence of supporting statements sometimes using personal experiences, whakatauki, kinaki, kiwaha, kianga to convincingly justify statements
Evaluate	Visual Arts	<i>Work shows evidence of on-going evaluation through reflection, critique and contextual research.</i>
Evaluate	Painting	Made fluent use of a range of media in one form of practice (eg landscape) that enabled conventional approaches to be challenged, evaluated and reformed.
Evaluate	Photography	Provided evidence of an evaluation process arrived at through careful examination and analysis of ideas and processes.
Evaluate	Design	Ideas were developed through critical evaluation.
Evaluate	Printmaking	.
Evaluate	Sculpture	A clear intent at the beginning was key towards further exploration, invention and re-invention of content

SCHOLARSHIP ANALYSIS – Instructional verbs

SYNTHESISE

Instructional verb	Curriculum Area	
Synthesise	History	<p>Required to display an integrated response that applies the 6 skills in one piece of work Synthesise ideas, Integrate evidence <i>Synthesise with perception and insight, ideas relevant to the historical context(s) and setting(s); synthesise is the process by which a student integrates relevant ideas and evidence to develop a coherent whole; perception and insight involves one or more of the following qualities: higher level critical thinking, originality, historical empathy, imagination</i></p>
Synthesise	Graphics	<p>Able to apply an effective design process and provide coordinated and integrative series of events which initiated a gradually evolving and refining outcome <i>Apply processes that integrate and synthesise graphics knowledge and skills with innovation and accurate execution; express ideas that are fully reasoned and show high levels of resolution and innovation</i></p>
Synthesise	Geography	<p>Blended geographic ideas and concepts into answer in a natural way, able to generalise and support generalisations <i>Demonstrate a high level of integration and abstraction, abstract and generalise, integrate, synthesise and apply knowledge and ideas; Evaluate involves making judgements; integration involves issues and ideas fully interwoven within a geographic context and related to geographic perspectives</i></p>
Synthesise	Economics	<p>Extract and utilise relevant information from resource material combined with own knowledge and understanding, diagrams integrated into answer, demonstrated excellence in synthesis, abstraction – making pertinent generalisations</p>
Synthesise	Accounting	<p>Able to incorporate resource material into answers <i>Synthesise and apply accounting knowledge and processes in the preparation and interpretation of information for management</i></p>

Synthesise	Maths – Calc	Excellent level of conceptual thinking, able to use knowledge of Maths at NCEA Levels 1, 2 and 3
Synthesise	Science	Drew on all aspects of Level 3 Science and able to think across separate disciplines of Biology, Chemistry, Physics, Geology and Astronomy, <i>Integrated contexts draw on diverse information from more than one strand of Science, or within one strand, and may involve unfamiliar or unexpected situations</i>
Synthesise	Biology	Explain and link coherently biological concepts, qualifying statements <i>Integrate ideas into a coherent response; demonstrate perception and insight in the analysis and integration</i>
Synthesise	Physics	Significant physical insight across a wide variety of solutions, depth and breadth of conceptual understanding
Synthesise	Technology	Reflections demonstrated high level of synthesis, integration and critical reflection <i>Demonstrate synthesis and integration of technological experiences in the evidence presented : the ability to bring together knowledge, skills, ideas and methods from different sources to advance one's practice</i>
Synthesise	Chemistry	<i>Integrate and apply knowledge, principles and skills from different areas of chemistry</i>
Synthesise	Art History	Integration of perceptive analysis of key works and their broader contexts <i>Critical reflection upon evidence from varied sources</i> <i>Synthesis of facts, ideas and opinions to create valid arguments</i>
Synthesise	Classical Studies	Evaluated different viewpoints and synthesized arguments <i>Synthesise particular examples into general principles within the various topic and, where appropriate, about the classical world.</i> <i>Synthesise is the process by which a student integrates relevant ideas and evidence to develop a coherent whole.</i>
Synthesise	Drama	Convincingly translate understanding of the performance piece into physical terms. <i>Integrate a comprehensive range of imaginative drama techniques to communicate and create challenging drama</i>
Synthesise	English	Show thinking about texts, literary theory and reader response. Deal with content and crafting in a balanced discussion. <i>Demonstrate an exceptional level of sustained critical response showing consistent ability</i>

		<i>to synthesise knowledge, understanding and argument.</i>
Synthesise	Languages	<i>Respond refers to the student's ability to interpret the stimulus material and link this with his / her own ideas in the production of speaking and writing.</i>
Synthesise	Media Studies	Integrate a wide range of texts and contexts in the examination of the topic / issue. <i>Ability to integrate and synthesise implies an aptitude for seeing 'the big picture'. The student is able to connect and combine different elements in a coherent way to produce and overarching view.</i>
Synthesise	Music Studies	Convincing and in-depth understanding of previously studied works used for comparative purposes.
Synthesise	Physical Education	Ability to explain the contribution of generic and neuromuscular factors and then to draw on additional both biophysical and socio-cultural factors affecting performance. Show breadth and depth of knowledge in discussing issues such as body representation, body image, media showing consideration of societal, political, economic, environmental, cultural, historical
Synthesise	Te Reo Maori	Ability to synthesise and integrate listening, writing, reading and speaking with flair
Synthesise	Visual Arts	Best practices are those that operate within an integrated approach ie the candidate engages with a workbook throughout the course of study and this enablers the portfolio and the workbook to equivalently represent the whole engagement. <i>The bringing together of all outcomes of practical exploration, research and analysis, so that they interact to form a holistic entity.</i>
Synthesise	Painting	
Synthesise	Photography	Candidates were continually engaged in research, employing on-going reflection, developing knowledge about art-making ideas, analyzing and making connections, and synthesizing these in practice.
Synthesise	Design	Demonstrated a comprehensive understanding, integration and re-interpretation of their own type-face design and application.
Synthesise	Printmaking	Ability to synthesize the visual / conceptual ideas from various disciplines and a variety of artists into their own work.
Synthesise	Sculpture	Integrated artist models to define their own strategies

SCHOLARSHIP ANALYSIS – Instructional verbs

CREATE/SHOW ORIGINAL THINKING

Instructional verb	Curriculum Area	
Create/Show Original Thinking	History	<i>perception and insight involves one or more of the following qualities: higher level critical thinking, originality, historical empathy, imagination</i>
Create/Show Original Thinking	Graphics	Explore and generate ideas creatively and thoroughly Generate and graphically articulate thinking in a relevant and integrative manner, highly proficient and detailed design thinking, supported by a range of high quality visual communication skills
Create/Show Original Thinking	Geography	Included a visual incorporated into the answer and referred to in written part – an 'original' <i>Demonstrate insight</i>
Create/Show Original Thinking	Accounting	<i>Demonstrate flexible thinking – includes: evidence of wider general knowledge, innovative ideas and/or solutions, relating context back to the “real world”</i>
Create/Show Original Thinking	Maths – Calc	Able to produce novel methods leading to correct solutions
Create/Show Original Thinking	Science	Drew on skills to design investigations, gave original interpretations and additional perspectives to the material provided, showed evidence of original and/or critical thinking in unexpected contexts
Create/Show Original Thinking	Technology	<i>Demonstrate elegance and elements of originality : elegance refers to attributes such as: ingenuity, simplicity, polish, and optimisation; originality refers to attributes such as : inventiveness, innovation, and unconventionality</i>
Create/Show Original Thinking	Chemistry	<i>Consistently demonstrate a depth and breadth of knowledge together with insight into the application of chemical principles</i>
Create / Show original thinking	Art History	Best performing candidates demonstrated independent thinking and provided evidence of risk-taking

		<i>Independence and originality of approach Lateral thinking, alternative ideas</i>
Create / Show original thinking	Classical Studies	<i>Develop a cogent argument with insight and/or originality based on depth of knowledge about classical subjects Insight and / or originality may include, but is not limited to, such things as freshness of approach, subtlety of understanding, historical empathy and awareness of a broader context.</i>
Create / Show original thinking	Drama	Establish confident characterization within an artistically justified scene and convincingly translate understanding of the performance piece into physical terms. <i>Demonstrate exceptional performance. Demonstrate convincing, confident and articulate expression. Imaginative drama techniques use fresh interpretative skills to embody the text without distorting its original intent.</i>
Create / Show original thinking	English	Ability to reconsider, rework and refresh learned materials and familiar texts in regard to questions asked. Show clever and original ways of expressing themselves – with wit and humour. <i>Demonstrate coherent and substantiated argument</i>
Create / Show original thinking	Languages	Ability to develop their own ideas in detail. Ability to structure responses in an organized and coherent manner, using complex lexical and syntax structures, together with varied vocabulary
Create / Show original thinking	Media Studies	Show consistently insightful analysis. Show originality of thought. <i>Independence and originality of thought refer to evidence that students can confidently think for themselves, consider a problem from a range of different angles, and come up with fresh ideas.</i>
Create / Show original thinking	Music Studies	Demonstrate an ability to explore the music's relevance to broader contexts beyond the printed score.
Create / Show original thinking	Physical Education	Creative and innovative thinking.
Create / Show	Te Reo Maori	Ability to use original and individual thinking as reflected in both written and spoken

original thinking		answers
Create / Show original thinking	Visual Arts	<p>The use of portfolio and workbook together allows candidates to take chances, be experimental, interrogate the boundaries and continuously revisit the central proposition.</p> <p>The function of theoretical and practical research is to frame the context of how a candidate operates. It provides evidence of insights, observations, and reflections about how they construct their own creative endeavours.</p> <p><i>Students will work critically and independently in the production of original work in Design, Painting, Photography, Printmaking or Sculpture.</i></p> <p><i>In this context original work does not carry the meaning normally associated with the work of mature and innovative artists. Rather it has to do with the evidence students can present of their distinctive and innovative use of what they have learned.</i></p>
Create / Show original thinking	Painting	<p>Demonstrated a depth of individualized invention</p> <p>Submissions revealed evidence of the purposeful and coherent production of original work</p>
Create / Show original thinking	Photography	
Create / Show original thinking	Design	<p>Self-assured in the application of conceptual, technical and formal strategies which fostered inventive ideas and design solutions.</p>
Create / Show original thinking	Printmaking	<p>Often broke the boundaries of the accepted notions of printmaking in a controlled and knowing way.</p>
Create / Show original thinking	Sculpture	<p>Demonstrated lateral thinking</p>

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
History	Demonstrate flair, literacy, sophisticated, well written <i>effectively communicate sophisticated, substantial argument; Effective communication will include a range of: appropriate structure and format/appropriate use of historical conventions (e.g. accurate use of names and historical terms)/literacy and fluency/empathy and insight; sophisticated refers to the high level of argument which may demonstrate: elegance/style/flair, refinement/discernment/complexity/originality; substantiated argument refers to the informed and accurate use of evidence to support an historical argument</i>
Graphics	Compelling and convincing, confident and assured in articulation of skills and principles, able to articulate own voice confidently and emphatically and worked to their strengths, clarity of thinking, able to focus efforts in one area rather than spread across many – after depth rather than breadth at superficial level <i>Communicate ideas that are highly refined and accurately detailed, and demonstrate presentation techniques that are innovative, effective and have visual impact</i>
Geography	Confidence, focused brief answer tended to score highly, blended ‘extra information’ into answer, maintained flow of response, skilled and confident readers and writers who demonstrated an understanding of the meaning and nuances of the questions and could answer in an articulate, logical and convincing manner <i>Demonstrate sophisticated communication: a fully integrated, fluent and precise presentation using a variety of geographic techniques</i>
Economics	Clear and logical manner, clear and concise written expression, fluency in using economic terminology, effective use of fully labelled diagrams
Accounting	<i>Communicate effectively, demonstrating an outstanding level of critical and flexible thinking. Effective communication means a structured framework that is: understandable, able to be used for decision making, addressed to the appropriate audience, focused on the context required by the question</i>
Maths – Stats	Confidence, present concise reports with clear structure and using correct statistical terms
Maths – Calc	Use diagrams to structure thinking
Science	Answered in a logical and considered manner, presented well developed arguments, mature

	interpretations
Chemistry	Wrote logical and coherent responses, evidence of planning, correctly used chemical vocabulary and defined terms where necessary, read and interpreted questions correctly <i>Communicate using appropriate terms, formulae, equations and well-reasoned explanations; present coherent, well-reasoned answers</i>
Biology	Success demands high literacy skills, able to write coherent, logical and precise answers that got straight to the point without restating the question or including irrelevant or superfluous information, used appropriate terminology, avoiding irrelevancies and generalisations, planned, did not “dump” irrelevant material, avoided anthropomorphic statements, planned structure
Physics	Coherent and structured mathematical approaches,
Technology	<i>Elegant and original - elegance refers to attributes such as: ingenuity, simplicity, polish, and optimisation; originality refers to attributes such as : inventiveness, innovation, and unconventionality</i> <i>comprehensive and enterprising manner : enterprising incorporates attributes such as perseverance, resourcefulness, initiative, imagination and willingness to push boundaries</i>
Art History	There was some very good discussion in response to the question relating to developments in art. The best responses identified the concept of beauty as an idea itself, often writing in a sophisticated manner. Responses were cohesive and sustained Use of a confident writing style <i>Outstanding/ clear communication skills. Coherent delivery of knowledge</i>
Classical Studies	Perceptive, well-balanced responses Argued with enthusiasm Incorporated apt quotations and relevant references to source material Sustained an argument at length, with accurate supporting evidence <i>Communicate ideas effectively in essay format with precision and an element of expressiveness that focuses the reader’s attention on salient points.</i> <i>Communicate effectively means to communicate with clarity and coherence</i> <i>A cogent argument is an argument that is compelling thorough and focused.</i> <i>Depth includes an ability to get to the heart of the question, a grasp of specific detail and an appreciation of general principles</i>
Drama	Exceptional stage presence and originality.

	<p>Performance was polished, fluent and controlled, reflecting highly competent critical analysis and selectivity.</p> <p>Demonstrated a consistently effective application of authoritative drama techniques and performance theory across the range of prescribed texts.</p>
English	<p>Section C requires “coherent, engaging argument”.</p> <p>Those with facility and skill in using the English language generally perform well; they possess clever and original ways of expressing themselves – often with wit and humour. They present their own ideas about the world they live in, its relationship to the past and how the present transcends that past, and how modern media and literary texts can engage / provoke, challenge / enthuse.</p>
French	<p>Need to demonstrate their knowledge and command of the French language in an organized and coherent manner.</p> <p><i>Communicate accurately and fluently, using a wide variety of complex structures and vocabulary.</i></p> <p><i>Coherent refers to logical, concise, clear and relevant use of language.</i></p> <p><i>Convincing refers to the student’s ability to communicate with confidence, style and in a natural way. This may include taking a fresh or original approach.</i></p>
Media Studies	<p>Grasped the question and quote forcefully.</p> <p>Wrote a coherent, powerfully argued and well-supported response.</p>
Music Studies	<p>Perceptive and unique responses to questions that demonstrated in-depth knowledge and literate flair.</p> <p><i>A performance or music composition that consistently demonstrates and convincingly communicates depth of musical understanding, advanced / secure technical and presentation skills, flair.</i></p>
Physical Education	
Spanish	<p>Ability to structure responses in an organized and coherent manner, using complex lexical and syntax structures, together with varied vocabulary.</p> <p>Ability to succinctly explain a complex idea.</p> <p>Speaking was fluent, confident, accurate and convincing.</p>
Te Reo Maori	<p>The ability to synthesise and integrate listening, writing, reading and speaking skills with flair.</p> <p>The ability to confidently articulate ideas via persuasive and convincing arguments.</p> <p>The ability to sequence thoughts in a logical manner.</p>
Visual Arts	<p>Best practices are those that operate within an integrated approach.</p>

	<p>Whilst the evidence of manual dexterity, visual acuity and strategic thinking should be apparent in a scholarship submission, it is the manner in which meaningful connections are constructed between such types of evidence that provides for a systematic and in-depth study.</p> <p><i>Communication by explicit and implicit means of all ideas, concepts and issues relevant to the chosen field of practice. Communication is effected through the process of making work (ie making ideas manifest through processes and procedures) as well as by the means of presentation.</i></p>
Painting	Presented submissions that revealed evidence of the purposeful and coherent production of original work
Photography	Demonstrated fluency with selected processes, materials and techniques
Design	They developed a sophisticated visual vocabulary that became distinctly their own through a wider understanding of context, visual investigation and research.
Printmaking	Developed clear ideas and resolved work through sound and wide-ranging research that appropriately informed the range of print options they undertook.
Sculpture	Demonstrated a consistent, systematic, analytical and reflective approach that clearly operated within contemporary sculptural practice, and which demonstrated understanding of sculptural conventions

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
History	<ul style="list-style-type: none"> ▪ Difficulty in selecting and sustaining a tight focus for argument ▪ Too much time on sources – ran out of time ▪ Drifted off into sidetracks or narrative approach ▪ Little or no reference to historical narratives ▪ No – or low level – attempts at judgement ▪ Relied on paraphrasing of sources – or did not use source material ▪ “toured the sources” rather than structuring into a tight argument
Graphics	<ul style="list-style-type: none"> ▪ weak link between areas, did not inform the whole ▪ lacked depth ▪ lacked a suitable brief – eg. too limiting, too broad, too prescriptive, too simple OR too complex or extensive so difficult to manage, serious workload issues ▪ lacked any level of design development toward a refined solution – arbitrary, poorly reasoned ▪ lacked ability to research effectively ▪ lacked visual communication skills
Geography	<ul style="list-style-type: none"> ▪ spoilt answer by writing at great length and lost focus, often after an effective start ▪ did not attempt all 3 questions, or did incomplete parts ▪ lacked understanding of overall theme and case study information – had a lot of detail, but no framework to hang it on ▪ did not understand key question command words like ‘interaction’, ‘perspectives’ and ‘critically evaluate’ ▪ presented pre-prepared content in a non-selective and contrived way ▪ included irrelevant diagrams or did not refer to diagrams, diagrams poorly used ▪ used lengthy read-offs from resource material ▪ wrote about pros and cons without including reasoning ▪ discussed views and opinions without getting to more in-depth perspectives behind them ▪ one-sided answers

Economics	<ul style="list-style-type: none"> ▪ used extracts from resource material without expansion ▪ failed to use diagrams where needed – or diagrams were untidy/unclear/inadequately labelled ▪ did not answer in context ▪ gave long rambling answers that ranged into irrelevancies ▪ did not use economic terminology sufficiently accurately ▪ seemed unfamiliar with requirements of verbs such as ‘evaluate’, ‘discuss’ or ‘explain’ so did not consider pros and cons, merely focusing on simple issues without extension
Accounting	<ul style="list-style-type: none"> ▪ too many went for quantity rather than quality ▪ used rote-learned answers without regard to specific requirements and/or context of question ▪ did not follow instructions – eg each new answer on a new page ▪ did not answer in context ▪ listed without answering question ▪ superficial descriptions ▪ could not perform accounting functions and/or calculations ▪ failed to provide accompanying narrative notes required ▪ could not identify benefit ▪ could not link ▪ made comments that were too general – eg any business rather than specific
Maths – Stats	<ul style="list-style-type: none"> ▪ lacked precision in language ▪ unable to differentiate terms – eg “independent” and “mutually exclusive” ▪ unable to select and combine knowledge and skills across standards to solve problems ▪ lacked statistical and/or graphing skills - eg evidence, equations, constraints ▪ unable to tackle unfamiliar situations ▪ could not distinguish factual observation from own deduction ▪ made remarks that were vague, speculative, verbose, irrelevant and lacked clarity
Maths – Calc	<ul style="list-style-type: none"> ▪ lacked required mathematical background – eg concept of proof ▪ presented working poorly and/or crossed out work needed ▪ lacked basic technical, mathematical and manipulation skills ▪ did not use notation correctly and/or formula sheet ▪ used inappropriate methods – eg simplification
Chemistry	<ul style="list-style-type: none"> ▪ Unprepared for lack of scaffolding and/or misunderstood requirements

	<ul style="list-style-type: none"> ▪ Didn't organize time for all questions ▪ Large gaps in knowledge and/or misconceptions ▪ Facts given unlinked to question ▪ Used chemical jargon without explaining meaning so understanding not apparent and/or misused phrases ▪ Used 'remembered formulae' incorrectly ▪ Did not explain ideas clearly and/or misunderstood ideas/reasons
Biology	<ul style="list-style-type: none"> ▪ Demonstrated only superficial knowledge – significant number out of their depth – eg descriptions only, generalisations without explanation, vague ▪ Did not give sufficient detail or expansion –specific examples, ideas and explanations ▪ Misused terms, calculations, gave incorrect concepts ▪ Used prepared material that did not relate to the question ▪ Misread the question ▪ Made anthropomorphic statements
Physics	<ul style="list-style-type: none"> ▪ Answers lacked thought and organization ▪ Lacked logical progression ▪ Confused and/or lacked understanding – eg basic concepts ▪ Spent too much time writing and not enough thinking
Technology	<ul style="list-style-type: none"> ▪ Evidence presented without report demonstrating critical reflection ▪ Report without evidence
Art History	<ul style="list-style-type: none"> ▪ Did not analyse specific works or contexts ▪ Insufficient understanding of terminology eg “form” and “representation” ▪ Did not address all parts of the question ▪ Could not adapt their knowledge to the question asked – rote-learned ▪ Did not allocate time evenly – 1 question / answer much stronger than the other ▪ Did not select works which would work well for the question ▪ Included material which was incorrect or irrelevant
Classical Studies	<ul style="list-style-type: none"> ▪ Sweeping, unsupported generalisations and vague assumptions made ▪ Did not provide reference to primary support materials ▪ Lacked the knowledge to answer questions on 3 different topics ▪ Little or inadequate reference to the source material

	<ul style="list-style-type: none"> ▪ Unable to communicate ideas with clarity – inaccuracy of english expression
Drama	<ul style="list-style-type: none"> ▪ Insufficiently developed performance skills ▪ Could not apply critical analysis ▪ Could not substantially justify application of theory in self-devised work
English	<ul style="list-style-type: none"> ▪ Lacked time management skills ▪ Did not respond to actual topic / question – learned responses ▪ Did not develop a consistent thesis or evaluative response – dumped information in an uncritical response to the question ▪ Did not demonstrate independent thinking – used description when argument was required ▪ With unfamiliar texts used paraphrased commentaries rather than integrated analysis ▪ Could not develop and structure a coherent discussion ▪ Did not compare the 2 passages ▪ Wrote poorly
French	<ul style="list-style-type: none"> ▪ Tried to incorporate pre-learned material ▪ Could not expand on their own ideas using their own language ▪ Material was not relevant to the topic ▪ Lacked the required level of vocabulary and idiom ▪ Short answers lacking in ideas and development ▪ Lack of preparation
Media Studies	<ul style="list-style-type: none"> ▪ Did not define or understand key terms ▪ Did not answer the questions ▪ Did not respond to the quote effectively ▪ Pre-prepared essays ▪ Unsupported generalised statements ▪ Inaccurate evidence ▪ Did not provide a detailed examination of the topic ▪ Drew unsupported or questionable conclusions ▪ Described and explained rather than analysed ▪ Had not viewed or understood the texts they discussed
Music Studies	<ul style="list-style-type: none"> ▪ Misunderstood music terminologies

	<ul style="list-style-type: none"> ▪ General description and identification rather than in-depth explanation and analyses ▪ Failed to draw conclusions on what they had written ▪ Poor selection of score extracts to support responses to questions ▪ Inefficient use of time
Physical Education	<ul style="list-style-type: none"> ▪ Prepared answers from previous years ▪ Lacked content knowledge or in-depth knowledge ▪ Used uncorrect terminology ▪ Answers lacked breadth ▪ Could not critique statements ▪ Could not sustain a logical discussion – used major generalisations not backed up with supporting evidence ▪ Did not follow a process of taking action
Spanish	<ul style="list-style-type: none"> ▪ Written and spoken responses lacked control and cohesion ▪ Did not present a fluid argument ▪ Simply transcribed text ▪ Used short sentences with inaccurate punctuation ▪ Lacked agreement between pronouns with verb endings ▪ Lacked correct intonation and modulation when speaking ▪ Speech lacked content ▪ Did not answer all questions – answers lacked depth of thought
Te Reo Maori	<ul style="list-style-type: none"> ▪ Did not meet basic requirements of the task ▪ Did not use correct Maori grammar and vocabulary ▪ Did not sequence ideas logically ▪ Could not recall information from set pieces ▪ Could not rework the texts into an original piece of work ▪ Could not speak for the required length of time ▪ Did not write enough to meet the requirements
Visual Arts	<ul style="list-style-type: none"> ▪ Difficult to discern a central proposition ▪ Did not provide evidence of the significance of artists to their own work ▪ Did not use workbooks as a forum for their own experimentation ▪ Workbooks gave more examples and wordy explanations of portfolio works rather than greater

	depth, range and lateral working
Photography	<ul style="list-style-type: none"> ▪ Poorly laid out portfolios ▪ Used workbook pages to explain portfolio layout rather than adding depth and breadth to the proposition, evidence of research, analysis, understandings or strategies ▪ Did not offer additional evidence in the workbook ▪ Researched artists without showing their relevance and so did not explore associations and interpretations ▪ Described steps undertaken rather than the reasons for them. Writing must be analytical and developmental and ideas clearly articulated ▪ Statements without clarification ▪ Workbook read like an essay – lacked exploration which tested, refined, evaluated and synthesised ideas, processes, materials and techniques
Design	<ul style="list-style-type: none"> ▪ Did not sustain links between workbook and portfolio ▪ Did not clarify and extrapolate ideas in the workbook. This limited the evidence of meaningful analysis, critique and research ▪ Workbooks relied too heavily on a body of writing – ideas can be communicated more effectively through visual explanation ▪ Relied too closely on artist / designer models. Did not demonstrate a critical awareness of relevant contemporary models and ideas ▪ Unable to develop a brief or provocation that deepened their engagement with research, analyses, evaluation, procedures, materials and the synthesis of ideas ▪ Failed to apply technical mastery over visual language and fluency of materials and techniques
Printmaking	<ul style="list-style-type: none"> ▪ Described rather than analysed ▪ Did not select appropriate materials for their workbooks – analysis needed to be of the process to inform decisions not postproduction ▪ Little understanding of a variety of drawing processes nor of the purpose of drawing ▪ Followed established patterns rather than alternative learning
Sculpture	<ul style="list-style-type: none"> ▪ Inaccurate investigation of central concepts and therefore no strong proposition ▪ Did not make their idea – it remained in the drawing, model or Marquette stage ▪ Provided little variety with the scale of photographs ▪ Workbooks showed replication of portfolio rather than development and extension of breadth

CURRICULUM AREA : HISTORY

Instructional Verb	Curriculum Area	Comment
Analyse	History	Show understanding of historical relationships / contextual issues, select argument <i>Demonstrate a thorough and perceptive understanding of historical relationships in selected contexts and settings</i>
Critically Analyse	History	Present a critical argument, critique the views of historians <i>Demonstrate an understanding of the critical underpinnings and scope of an historical question/context; understanding critical underpinnings refers to the ability to establish the primary focus and related issues/questions/problems implied by the task; scope refers to: breadth and depth of the question, place and time settings, balanced coverage</i>
Evaluate	History	Make critical and informed judgements (beyond the obvious) about evidence and/or research, evaluate historical narratives ... critically evaluate views and evidence <i>Develop valid, informed and perceptive judgements about the nature of historical evidence and/or historical research; critically evaluate historical narratives in a sustained manner; critical evaluation involves: weighing up evidence, discerning component parts, examining the origins/purpose/intent/perspective(s) of narratives, making informed comments/judgements</i>
Synthesise	History	Required to display an integrated response that applies the 6 skills in one piece of work. Synthesise ideas, Integrate evidence <i>Synthesise with perception and insight, ideas relevant to the historical context(s) and setting(s); synthesise is the process by which a student integrates relevant ideas and evidence to develop a coherent whole; perception and insight involves one or more of the following qualities: higher level critical thinking, originality, historical empathy, imagination</i>
Create/Show Original Thinking	History	<i>perception and insight involves one or more of the following qualities: higher level critical thinking, originality, historical empathy, imagination</i>

SCHOLARSHIP ANALYSIS –Style : HISTORY

Curriculum Area	Style
History	Demonstrate flair, literacy, sophisticated, well written <i>effectively communicate sophisticated, substantial argument; Effective communication will include a range of: appropriate structure and format/appropriate use of historical conventions (e.g. accurate use of names and historical terms)/literacy and fluency/empathy and insight; sophisticated refers to the high level of argument which may demonstrate: elegance/style/flair, refinement/discernment/complexity/originality; substantiated argument refers to the informed and accurate use of evidence to support an historical argument</i>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
History	<ul style="list-style-type: none">▪ Difficulty in selecting and sustaining a tight focus for argument▪ Too much time on sources – ran out of time▪ Drifted off into sidetracks or narrative approach▪ Little or no reference to historical narratives▪ No – or low level – attempts at judgement▪ Relied on paraphrasing of sources – or did not use source material▪ “toured the sources” rather than structuring into a tight argument

CURRICULUM AREA : GRAPHICS

Instructional Verb	Curriculum Area	Comment
Analyse	Graphics	Link 2 areas, present depth of analysis
Critically Analyse	Graphics	
Evaluate	Graphics	
Synthesise	Graphics	Able to apply an effective design process and provide coordinated and integrative series of events which initiated a gradually evolving and refining outcome <i>Apply processes that integrate and synthesise graphics knowledge and skills with innovation and accurate execution; express ideas that are fully reasoned and show high levels of resolution and innovation</i>
Create/Show Original Thinking	Graphics	Explore and generate ideas creatively and thoroughly Generate and graphically articulate thinking in a relevant and integrative manner, highly proficient and detailed design thinking, supported by a range of high quality visual communication skills

SCHOLARSHIP ANALYSIS –Style : GRAPHICS

Curriculum Area	Style
Graphics	<p>Compelling and convincing, confident and assured in articulation of skills and principles, able to articulate own voice confidently and emphatically and worked to their strengths, clarity of thinking, able to focus efforts in one area rather than spread across many – after depth rather than breadth at superficial level</p> <p><i>Communicate ideas that are highly refined and accurately detailed, and demonstrate presentation techniques that are innovative, effective and have visual impact</i></p>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Graphics	<ul style="list-style-type: none">▪ weak link between areas, did not inform the whole▪ lacked depth▪ lacked a suitable brief – eg. too limiting, too broad, too prescriptive, too simple OR too complex or extensive so difficult to manage, serious workload issues▪ lacked any level of design development toward a refined solution – arbitrary, poorly reasoned▪ lacked ability to research effectively▪ lacked visual communication skills

CURRICULUM AREA : ACCOUNTING

Instructional Verb	Curriculum Area	Comment
Analyse	Accounting	Understood choices and implications of those,
Critically Analyse	Accounting	Able to provide innovative reasons why <i>Interpret financial reports for external users, demonstrate an outstanding level of critical and flexible thinking. Critical thinking involves: considering evidence, appraising evidence, making informed judgements and/or recommendations</i>
Evaluate	Accounting	Understood importance – eg GAAP in preparation of financial statements <i>Within a conceptual framework, identify, process and report financial information and evaluate and justify the accounting treatment of information contained in financial reports; Present justified conclusions; Critical thinking involves: considering evidence, appraising evidence, making informed judgements and/or recommendations</i>
Synthesise	Accounting	Able to incorporate resource material into answers <i>Synthesise and apply accounting knowledge and processes in the preparation and interpretation of information for management</i>
Create/Show Original Thinking	Accounting	<i>Demonstrate flexible thinking – includes: evidence of wider general knowledge, innovative ideas and/or solutions, relating context back to the “real world”</i>

SCHOLARSHIP ANALYSIS –Style : ACCOUNTING

Curriculum Area	Style
Accounting	<i>Communicate effectively, demonstrating an outstanding level of critical and flexible thinking. Effective communication means a structured framework that is: understandable, able to be used for decision making, addressed to the appropriate audience, focused on the context required by the question</i>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Accounting	<ul style="list-style-type: none">▪ too many went for quantity rather than quality▪ used rote-learned answers without regard to specific requirements and/or context of question▪ did not follow instructions – eg each new answer on a new page▪ did not answer in context▪ listed without answering question▪ superficial descriptions▪ could not perform accounting functions and/or calculations▪ failed to provide accompanying narrative notes required▪ could not identify benefit▪ could not link▪ made comments that were too general – eg any business rather than specific

CURRICULUM AREA : SCIENCE

Instructional Verb	Curriculum Area	Comment
Analyse	Science	Drew links between key points from information provided and existing knowledge or between aspects of existing knowledge, recognised factors important in the integrated context <i>Interpret and apply the knowledge and methodology of science</i>
Critically Analyse	Science	<i>Critically analyse integrated contexts using the knowledge and methodology of science; demonstrate perception in the critical analysis of integrated contexts – Critically analyse requires analyse and/or evaluate in detail the material presented, including identifying key points and any problems with conclusions, discussing bias and validity if relevant and separating fact from opinion if required</i>
Evaluate	Science	Justified the manipulation of variables in experimental design
Synthesise	Science	Drew on all aspects of Level 3 Science and able to think across separate disciplines of Biology, Chemistry, Physics, Geology and Astronomy, <i>Integrated contexts draw on diverse information from more than one strand of Science, or within one strand, and may involve unfamiliar or unexpected situations</i>
Create/Show Original Thinking	Science	Drew on skills to design investigations, gave original interpretations and additional perspectives to the material provided, showed evidence of original and/or critical thinking in unexpected contexts

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Science	Answered in a logical and considered manner, presented well developed arguments, mature interpretations

CURRICULUM AREA : CHEMISTRY

Instructional Verb	Curriculum Area	Comment
Analyse	Chemistry	Linked knowledge of chemistry directly to context of question <i>Analyse and interpret information; show the ability to link ideas both within one area and across different areas of chemistry; demonstrate the ability to analyse problems from a chemical perspective</i>
Critically Analyse	Chemistry	
Evaluate	Chemistry	Justified choices
Synthesise	Chemistry	<i>Integrate and apply knowledge, principles and skills from different areas of chemistry</i>
Create/Show Original Thinking	Chemistry	<i>Consistently demonstrate a depth and breadth of knowledge together with insight into the application of chemical principles</i>

SCHOLARSHIP ANALYSIS –Style : CHEMISTRY

Curriculum Area	Style
Chemistry	Wrote logical and coherent responses, evidence of planning, correctly used chemical vocabulary and defined terms where necessary, read and interpreted questions correctly <i>Communicate using appropriate terms, formulae, equations and well-reasoned explanations; present coherent, well-reasoned answers</i>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Chemistry	<ul style="list-style-type: none">▪ Unprepared for lack of scaffolding and/or misunderstood requirements▪ Didn't organize time for all questions▪ Large gaps in knowledge and/or misconceptions▪ Facts given unlinked to question▪ Used chemical jargon without explaining meaning so understanding not apparent and/or misused phrases▪ Used 'remembered formulae' incorrectly▪ Did not explain ideas clearly and/or misunderstood ideas/reasons

CURRICULUM AREA : BIOLOGY

Instructional Verb	Curriculum Area	Comment
Analyse	Biology	Discerning when analysing questions and the resource information and selecting appropriate biological knowledge to answer the question, link across different aspects and purposes, discuss interactions between <i>Use biological knowledge and skills to analyse biological situations</i>
Critically Analyse	Biology	
Evaluate	Biology	Explain significance
Synthesise	Biology	Explain and link coherently biological concepts, qualifying statements <i>Integrate ideas into a coherent response; demonstrate perception and insight in the analysis and integration</i>
Create/Show Original Thinking	Biology	

SCHOLARSHIP ANALYSIS –Style : BIOLOGY

Curriculum Area	Style
Biology	Success demands high literacy skills, able to write coherent, logical and precise answers that got straight to the point without restating the question or including irrelevant or superfluous information, used appropriate terminology, avoiding irrelevancies and generalisations, planned, did not “dump” irrelevant material, avoided anthropomorphic statements, planned structure

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Biology	<ul style="list-style-type: none">▪ Demonstrated only superficial knowledge – significant number out of their depth – eg descriptions only, generalisations without explanation, vague▪ Did not give sufficient detail or expansion –specific examples, ideas and explanations▪ Misused terms, calculations, gave incorrect concepts▪ Used prepared material that did not relate to the question▪ Misread the question▪ Made anthropomorphic statements

CURRICULUM AREA : PHYSICS

Instructional Verb	Curriculum Area	Comment
Analyse	Physics	Interpret an unfamiliar situation in context
Critically Analyse	Physics	To answer correctly, had to critically examine answer to ensure consistency with relevant physics concepts
Evaluate	Physics	Showed good understanding of practical implications of answers
Synthesise	Physics	Significant physical insight across a wide variety of solutions, depth and breadth of conceptual understanding
Create/Show Original Thinking	Physics	

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Physics	Coherent and structured mathematical approaches,

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Physics	<ul style="list-style-type: none"> ▪ Answers lacked thought and organization ▪ Lacked logical progression ▪ Confused and/or lacked understanding – eg basic concepts ▪ Spent too much time writing and not enough thinking

CURRICULUM AREA : TECHNOLOGY

Instructional Verb	Curriculum Area	Comment
Analyse	Technology	Demonstrate analytical skills in identifying similarities and differences between technologists' practices <i>Explain how the complexities of the situation(s) have been identified and explored : identify, analyse and integrate multiple variables, some of which conflict</i>
Critically Analyse	Technology	Demonstrate, explain and give evidence of critical reflection on their technological experiences in developing a technological outcome – explain complexities; justify practice and outcome; demonstrate how critiquing and analysing other practising technologists informed their practice <i>Critically reflect on own technological practice and experiences with reference to that of others : Critical reflection requires the students to undertake a comprehensive analysis that evaluates information, understandings and practices that affect the development of technological outcomes</i>
Evaluate	Technology	<i>Justify the way in which practice and outcome(s) address the problem(s) identified in a comprehensive and enterprising manner :</i>
Synthesise	Technology	Reflections demonstrated high level of synthesis, integration and critical reflection <i>Demonstrate synthesis and integration of technological experiences in the evidence presented : the ability to bring together knowledge, skills, ideas and methods from different sources to advance one's practice</i>
Create/Show Original Thinking	Technology	<i>Demonstrate elegance and elements of originality : elegance refers to attributes such as: ingenuity, simplicity, polish, and optimisation; originality refers to attributes such as : inventiveness, innovation, and unconventionality</i>

SCHOLARSHIP ANALYSIS –Style : TECHNOLOGY

Curriculum Area	Style
Technology	<i>Elegant and original - elegance refers to attributes such as: ingenuity, simplicity, polish, and optimisation; originality refers to attributes such as : inventiveness, innovation, and unconventionality comprehensive and enterprising manner : enterprising incorporates attributes such as perseverance, resourcefulness, initiative, imagination and willingness to push boundaries</i>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Technology	<ul style="list-style-type: none">▪ Evidence presented without report demonstrating critical reflection▪ Report without evidence

CURRICULUM AREA : GEOGRAPHY

Instructional Verb	Curriculum Area	Comment
Analyse	Geography	
Critically Analyse	Geography	Demonstrate good understanding of how perspectives shape and influence views and opinions, discussed benefits and costs <i>Critically analyse a particular setting by: interpreting the geographic nature of the context, evaluating the geographic perspectives and applying the critical analysis to another setting. Critically analyse means to appropriately use geographic knowledge, skills, ideas and understanding to: analyse, weigh up and critically evaluate, abstract and generalise, integrate, synthesise and apply knowledge and ideas, recognise perspectives</i>
Evaluate	Geography	Breadth to critical evaluation from inclusion of 'their studies in geography' as well as resource material, demonstrated a good understanding of how to critically evaluate, discriminating about the information to select and include, could critically evaluate – weigh up evidence, assess validity, make judgements, make a case to support or reject a statement, argued both sides before coming to a final conclusion and judgement <i>evaluating the geographic perspectives, weigh up and critically evaluate</i>
Synthesise	Geography	Blended geographic ideas and concepts into answer in a natural way, able to generalise and support generalisations <i>Demonstrate a high level of integration and abstraction, abstract and generalise, integrate, synthesise and apply knowledge and ideas; Evaluate involves making judgements; integration involves issues and ideas fully interwoven within a geographic context and related to geographic perspectives</i>
Create/Show Original Thinking	Geography	Included a visual incorporated into the answer and referred to in written part – an 'original' <i>Demonstrate insight</i>

SCHOLARSHIP ANALYSIS –Style : GEOGRAPHY

Curriculum Area	Style
Geography	<p>Confidence, focused brief answer tended to score highly, blended ‘extra information’ into answer, maintained flow of response, skilled and confident readers and writers who demonstrated an understanding of the meaning and nuances of the questions and could answer in an articulate, logical and convincing manner</p> <p><i>Demonstrate sophisticated communication: a fully integrated, fluent and precise presentation using a variety of geographic techniques</i></p>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Geography	<ul style="list-style-type: none"> ▪ spoilt answer by writing at great length and lost focus, often after an effective start ▪ did not attempt all 3 questions, or did incomplete parts ▪ lacked understanding of overall theme and case study information – had a lot of detail, but no framework to hang it on ▪ did not understand key question command words like ‘interaction’, ‘perspectives’ and ‘critically evaluate’ ▪ presented pre-prepared content in a non-selective and contrived way ▪ included irrelevant diagrams or did not refer to diagrams, diagrams poorly used ▪ used lengthy read-offs from resource material ▪ wrote about pros and cons without including reasoning ▪ discussed views and opinions without getting to more in-depth perspectives behind them ▪ one-sided answers

CURRICULUM AREA : ECONOMICS

Instructional Verb	Curriculum Area	Comment
Analyse	Economics	
Critically Analyse	Economics	Excellence in critical thinking – included pros and cons in answer
Evaluate	Economics	Excellence in critical thinking – drawing valid conclusions and writing an evaluation that included the pros and cons of issues
Synthesise	Economics	Extract and utilise relevant information from resource material combined with own knowledge and understanding, diagrams integrated into answer, demonstrated excellence in synthesis, abstraction – making pertinent generalisations
Create/Show Original Thinking	Economics	

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Economics	Clear and logical manner, clear and concise written expression, fluency in using economic terminology, effective use of fully labelled diagrams

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Economics	<ul style="list-style-type: none"> ▪ used extracts from resource material without expansion ▪ failed to use diagrams where needed – or diagrams were untidy/unclear/inadequately labelled ▪ did not answer in context ▪ gave long rambling answers that ranged into irrelevancies ▪ did not use economic terminology sufficiently accurately ▪ seemed unfamiliar with requirements of verbs such as 'evaluate', 'discuss' or 'explain' so did not consider pros and cons, merely focusing on simple issues without extension

CURRICULUM AREA : MATHS - STATISTICS

Instructional Verb	Curriculum Area	Comment
Analyse	Maths – Stats	
Critically Analyse	Maths – Stats	Assess strength of evidence – use inferential techniques, show high level of critical thinking
Evaluate	Maths – Stats	Justify conclusions, discuss validity of forecasts, make suggestions for improvements based on evaluating the weaknesses of the statistical methods or the impact of specific contextual factors
Synthesise	Maths – Stats	
Create/Show Original Thinking	Maths – Stats	

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Maths – Stats	Confidence, present concise reports with clear structure and using correct statistical terms

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Maths – Stats	<ul style="list-style-type: none"> ▪ lacked precision in language ▪ unable to differentiate terms – eg “independent” and “mutually exclusive” ▪ unable to select and combine knowledge and skills across standards to solve problems ▪ lacked statistical and/or graphing skills - eg evidence, equations, constraints ▪ unable to tackle unfamiliar situations ▪ could not distinguish factual observation from own deduction ▪ made remarks that were vague, speculative, verbose, irrelevant and lacked clarity

CURRICULUM AREA : MATHS - CALCULUS

Instructional Verb	Curriculum Area	Comment
Analyse	Maths – Calc	
Critically Analyse	Maths – Calc	Give evidence of critical thinking in unfamiliar contexts
Evaluate	Maths – Calc	
Synthesise	Maths – Calc	Excellent level of conceptual thinking, able to use knowledge of Maths at NCEA Levels 1, 2 and 3
Create/Show Original Thinking	Maths – Calc	Able to produce novel methods leading to correct solutions

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Maths – Calc	Use diagrams to structure thinking

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Maths – Calc	<ul style="list-style-type: none"> ▪ lacked required mathematical background – eg concept of proof ▪ presented working poorly and/or crossed out work needed ▪ lacked basic technical, mathematical and manipulation skills ▪ did not use notation correctly and/or formula sheet ▪ used inappropriate methods – eg simplification

CURRICULUM AREA : ART HISTORY

Instructional Verb	Curriculum Area	Comment
Analyse	Art History	The need for analysis of specific works cannot be over-emphasised. <i>Astute selection of evidence, expansive argument, considered interpretations</i>
Critically Analyse	Art History	Integration of perceptive analysis to support discussion of key works and their broader contexts. <i>Highly developed skills of critical response to works of art and their contexts</i>
Evaluate	Art History	Evaluate different uses of light)(eg symbolic, naturalistic,, chiaroscuro, as subject) through in-depth analysis of key works
Synthesise	Art History	Integration of perceptive analysis of key works and their broader contexts <i>Critical reflection upon evidence from varied sources</i> <i>Synthesis of facts, ideas and opinions to create valid arguments</i>
Create/Show Original Thinking	Art History	Best performing candidates demonstrated independent thinking and provided evidence of risk-taking <i>Independence and originality of approach</i> <i>Lateral thinking, alternative ideas</i>

SCHOLARSHIP ANALYSIS –Style : ART HISTORY

Curriculum Area	Style
Art History	<p>There was some very good discussion in response to the question relating to developments in art. The best responses identified the concept of beauty as an idea itself, often writing in a sophisticated manner.</p> <p>Responses were cohesive and sustained</p> <p>Use of a confident writing style</p> <p><i>Outstanding/ clear communication skills. Coherent delivery of knowledge</i></p>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Art History	<ul style="list-style-type: none">▪ Did not analyse specific works or contexts▪ Insufficient understanding of terminology eg “form” and “representation”▪ Did not address all parts of the question▪ Could not adapt their knowledge to the question asked – rote-learned▪ Did not allocate time evenly – 1 question / answer much stronger than the other▪ Did not select works which would work well for the question▪ Included material which was incorrect or irrelevant

CURRICULUM AREA : CLASSICAL STUDIES

Instructional Verb	Curriculum Area	Comment
Analyse	Classical Studies	Analysed the question set, determined its key requirements, and planned a focused response. <i>Analytical perception means understanding of core issues and an awareness of subtext ie wider associations and unstated implications</i>
Critically Analyse	Classical Studies	Analysed the source material provided to draw thoughtful conclusions about its specific content, as well as its links to the wider topic
Evaluate	Classical Studies	Evaluated different viewpoints and synthesized arguments <i>Evaluate critically an aspect or aspects of the classical world, referring to a range of ancient and, where appropriate, secondary sources.</i> <i>Evaluate critically means to examine and analyse material and make a well-informed judgment about it.</i>
Synthesise	Classical Studies	Evaluated different viewpoints and synthesized arguments <i>Synthesise particular examples into general principles within the various topic and, where appropriate, about the classical world.</i> <i>Synthesise is the process by which a student integrates relevant ideas and evidence to develop a coherent whole.</i>
Create/Show Original Thinking	Classical Studies	<i>Develop a cogent argument with insight and/or originality based on depth of knowledge about classical subjects</i> <i>Insight and / or originality may include, but is not limited to, such things as freshness of approach, subtlety of understanding, historical empathy and awareness of a broader context.</i>

SCHOLARSHIP ANALYSIS –Style : CLASSICAL STUDIES

Curriculum Area	Style
Classical Studies	<p>Perceptive, well-balanced responses</p> <p>Argued with enthusiasm</p> <p>Incorporated apt quotations and relevant references to source material</p> <p>Sustained an argument at length, with accurate supporting evidence</p> <p><i>Communicate ideas effectively in essay format with precision and an element of expressiveness that focuses the reader's attention on salient points.</i></p> <p><i>Communicate effectively means to communicate with clarity and coherence</i></p> <p><i>A cogent argument is an argument that is compelling thorough and focused.</i></p> <p><i>Depth includes an ability to get to the heart of the question, a grasp of specific detail and an appreciation of general principles</i></p>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Classical Studies	<ul style="list-style-type: none">▪ Sweeping, unsupported generalisations and vague assumptions made▪ Did not provide reference to primary support materials▪ Lacked the knowledge to answer questions on 3 different topics▪ Little or inadequate reference to the source material▪ Unable to communicate ideas with clarity – inaccuracy of english expression

CURRICULUM AREA : DRAMA

Instructional Verb	Curriculum Area	Comment
Analyse	Drama	Convincingly translate understanding of the performance piece into physical terms. <i>Demonstrate complexity and depth of understanding.</i>
Critically Analyse	Drama	Their performance was polished, fluent and controlled, reflecting highly competent critical analysis and selectivity. <i>Apply critical analysis of drama processes and drama text to text-based, impromptu and self-devised drama performances.</i>
Evaluate	Drama	Articulate justification of their insights, substantiating critical and analytical ability. <i>Substantiate and justify applied drama theory in self-devised work.</i>
Synthesise	Drama	Convincingly translate understanding of the performance piece into physical terms. <i>Integrate a comprehensive range of imaginative drama techniques to communicate and create challenging drama</i>
Create/Show Original Thinking	Drama	Establish confident characterization within an artistically justified scene and convincingly translate understanding of the performance piece into physical terms. <i>Demonstrate exceptional performance.</i> <i>Demonstrate convincing, confident and articulate expression.</i> <i>Imaginative drama techniques use fresh interpretative skills to embody the text without distorting its original intent.</i>

SCHOLARSHIP ANALYSIS –Style : DRAMA

Curriculum Area	Style
Drama	Exceptional stage presence and originality. Performance was polished, fluent and controlled, reflecting highly competent critical analysis and selectivity. Demonstrated a consistently effective application of authoritative drama techniques and performance theory across the range of prescribed texts.

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Drama	<ul style="list-style-type: none">▪ Insufficiently developed performance skills▪ Could not apply critical analysis▪ Could not substantially justify application of theory in self-devised work

CURRICULUM AREA : ENGLISH

Instructional Verb	Curriculum Area	Comment
Analyse	English	Discuss similarities and differences of passages. Close analysis required in Section A Analyse texts and the ways in which they are crafted. <i>Knowledge of methods used in crafting will be demonstrated through critical thinking about common and specific conventions in written, visual and oral texts such as structure, style, layout, delivery techniques, figurative language, editing, method of narration, rhetorical devices, sound effects, dramatic techniques, characterization, costume and scripting.</i>
Critically Analyse	English	Demonstrate critical knowledge and evident enjoyment of a wide range of texts. Apply knowledge of techniques to draw out the crafting or ideas of the writers. Draw on references from texts in judicious and succinct ways. <i>Respond critically with mature ideas and independent reflection. Demanding text / questions provide scope to apply a high level of critical thinking. Not necessarily the complexity of the text but how students respond that makes it demanding.</i>
Evaluate	English	Need to possess critical and evaluative skills to a high level. Perceptive analysis - works towards synthesized appraisals of the writer's works. Ability to move across texts and genres to make comparisons. <i>Respond critically is under-pinned by the essential metacognitive skills of interpretation, analysis and evaluation in EINZC</i>
Synthesise	English	Show thinking about texts, literary theory and reader response. Deal with content and crafting in a balanced discussion. <i>Demonstrate an exceptional level of sustained critical response showing consistent ability to synthesise knowledge, understanding and argument.</i>
Create/Show Original Thinking	English	Ability to reconsider, rework and refresh learned materials and familiar texts in regard to questions asked. Show clever and original ways of expressing themselves – with wit and humour. <i>Demonstrate coherent and substantiated argument</i>

SCHOLARSHIP ANALYSIS –Style : ENGLISH

Curriculum Area	Style
English	Section C requires “coherent, engaging argument”. Those with facility and skill in using the English language generally perform well; they possess clever and original ways of expressing themselves – often with wit and humour. They present their own ideas about the world they live in, its relationship to the past and how the present transcends that past, and how modern media and literary texts can engage / provoke, challenge / enthuse.

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
English	<ul style="list-style-type: none">▪ Lacked time management skills▪ Did not respond to actual topic / question – learned responses▪ Did not develop a consistent thesis or evaluative response – dumped information in an uncritical response to the question▪ Did not demonstrate independent thinking – used description when argument was required▪ With unfamiliar texts used paraphrased commentaries rather than integrated analysis▪ Could not develop and structure a coherent discussion▪ Did not compare the 2 passages<ul style="list-style-type: none">• Wrote poorly

CURRICULUM AREA : LANGUAGES

Instructional Verb	Curriculum Area	Comment
Analyse	Languages	<i>Extract information from given material and use this to express and develop ideas in a coherent manner</i>
Critically Analyse	Languages	Need a thorough knowledge of structures and language up to Level 8 of the curriculum, as well as being able to approach a question critically.
Evaluate	Languages	<i>Respond refers to the student's ability to interpret the stimulus material and link this with his / her own ideas in the production of speaking and writing.</i>
Synthesise	Languages	
Create/Show Original Thinking	Languages	Ability to develop their own ideas in detail. Ability to structure responses in an organized and coherent manner, using complex lexical and syntax structures, together with varied vocabulary

SCHOLARSHIP ANALYSIS – Style

Curriculum Area	Style
Languages	<p>French Need to demonstrate knowledge and command of language in an organized and coherent manner. <i>Communicate accurately and fluently, using a wide variety of complex structures and vocabulary.</i> <i>Coherent refers to logical, concise, clear and relevant use of language.</i> <i>Convincing refers to the student's ability to communicate with confidence, style and in a natural way.</i> <i>This may include taking a fresh or original approach.</i></p> <p>Spanish Ability to structure responses in an organized and coherent manner, using complex lexical and syntax structures, together with varied vocabulary. Ability to succinctly explain a complex idea. Speaking was fluent, confident, accurate and convincing.</p>

SCHOLARSHIP ANALYSIS – Weaker Areas : LANGUAGES

Curriculum Area	Weakness
Languages	<p>French</p> <ul style="list-style-type: none">▪ Tried to incorporate pre-learned material▪ Could not expand on their own ideas using their own language▪ Material was not relevant to the topic▪ Lacked the required level of vocabulary and idiom▪ Short answers lacking in ideas and development▪ Lack of preparation <p>Spanish</p> <ul style="list-style-type: none">▪ Written and spoken responses lacked control and cohesion▪ Did not present a fluid argument▪ Simply transcribed text▪ Used short sentences with inaccurate punctuation▪ Lacked agreement between pronouns with verb endings▪ Lacked correct intonation and modulation when speaking▪ Speech lacked content▪ Did not answer all questions – answers lacked depth of thought

CURRICULUM AREA : MEDIA STUDIES

Instructional Verb	Curriculum Area	Comment
Analyse	Media Studies	Contemplate how media producers and audiences “think” about products at times of radical change. Argued for and against and analysed a variety of viewpoints. <i>The student will demonstrate strong analytical skills. Analytical skills are shown through such things as critical thinking, considering different perspectives, examining in detail, developing a coherent argument, astute selection and use of evidence, deriving generalisations from examples, the ability to apply the main concepts of Media studies in appropriate ways, an ability to draw well-supported and thoughtful conclusions, demonstration of insight etc.</i>
Critically Analyse	Media Studies	Must be able to interrogate quotes. <i>It is important to have a critical understanding of the social, cultural, technological, industrial, economic and political contexts in which texts are produced, circulated or consumed.</i>
Evaluate	Media Studies	
Synthesise	Media Studies	Integrate a wide range of texts and contexts in the examination of the topic / issue. <i>Ability to integrate and synthesise implies an aptitude for seeing ‘the big picture’.</i> <i>The student is able to connect and combine different elements in a coherent way to produce and overarching view.</i>
Create/Show Original Thinking	Media Studies	Show consistently insightful analysis. Show originality of thought. <i>Independence and originality of thought refer to evidence that students can confidently think for themselves, consider a problem from a range of different angles, and come up with fresh ideas.</i>

SCHOLARSHIP ANALYSIS –Style : MEDIA STUDIES

Curriculum Area	Style
Media Studies	Grasped the question and quote forcefully. Wrote a coherent, powerfully argued and well-supported response.

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Media Studies	<ul style="list-style-type: none">▪ Did not define or understand key terms▪ Did not answer the questions▪ Did not respond to the quote effectively▪ Pre-prepared essays▪ Unsupported generalised statements▪ Inaccurate evidence▪ Did not provide a detailed examination of the topic▪ Drew unsupported or questionable conclusions▪ Described and explained rather than analysed▪ Had not viewed or understood the texts they discussed

CURRICULUM AREA : MUSIC STUDIES

Instructional Verb	Curriculum Area	Comment
Analyse	Music Studies	Demonstrate an intelligent selection of questions and depth of analysis. <i>Demonstrate depth and breadth of understanding of the music elements, structural characteristics, social, historical, cultural and stylistic background of Music Studies, Composition or Performance.</i>
Critically Analyse	Music Studies	Demonstrate a depth of analysis and critical commentary as befits the level of this examination. <i>Advanced analytical skills and insight</i>
Evaluate	Music Studies	Ability to judiciously appraise and select questions for responses <i>Apply knowledge and skills through the detailed critical analysis, evaluation and review of a range of music works.</i> <i>The student will be able to demonstrate knowledge, skills, and understanding and draw conclusions through explaining, analyzing, defining, critiquing, evaluating, comparing the music elements, features, structural characteristics, performance practices, social, historical, cultural and stylistic backgrounds.</i>
Synthesise	Music Studies	Convincing and in-depth understanding of previously studied works used for comparative purposes.
Create/Show Original Thinking	Music Studies	Demonstrate an ability to explore the music's relevance to broader contexts beyond the printed score.

SCHOLARSHIP ANALYSIS –Style : MUSIC STUDIES

Curriculum Area	Style
Music Studies	<p>Perceptive and unique responses to questions that demonstrated in-depth knowledge and literate flair.</p> <p><i>A performance or music composition that consistently demonstrates and convincingly communicates depth of musical understanding, advanced / secure technical and presentation skills, flair.</i></p>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Music Studies	<ul style="list-style-type: none">▪ Misunderstood music terminologies▪ General description and identification rather than in-depth explanation and analyses▪ Failed to draw conclusions on what they had written▪ Poor selection of score extracts to support responses to questions▪ Inefficient use of time

CURRICULUM AREA : PHYSICAL EDUCATION

Instructional Verb	Curriculum Area	Comment
Analyse	Physical Education	Ability to use scenarios of 4 students to explain the different needs and goals, discuss the specificity of training and the effects of overtraining.
Critically Analyse	Physical Education	Ability to provide some critique on why certain initiatives are perceived to be needed and possible reasons for government support of them.
Evaluate	Physical Education	<p>Critical evaluation of the examination's statements / positions. Drew on their own learning experiences to justify their stance eg regarding the benefits of outdoor education. <i>Critically evaluate information to demonstrate an holistic understanding of physical education, arising from both theoretical knowledge and practical application. Demonstrate an exceptional level of critical evaluation, showing outstanding breadth of knowledge and depth of understanding. Critically evaluate means that a student must be able to demonstrate the ability to make a valid judgment clearly supported by evidence gained through processes of critical thinking including "examining, questioning, synthesizing, evaluating, challenging taken for granted assumptions about issues and practices.</i></p>
Synthesise	Physical Education	<p>Ability to explain the contribution of generic and neuromuscular factors and then to draw on additional both biophysical and socio-cultural factors affecting performance. Show breadth and depth of knowledge in discussing issues such as body representation, body image, media showing consideration of societal, political, economic, environmental, cultural, historical</p>
Create/Show Original Thinking	Physical Education	Creative and innovative thinking.

SCHOLARSHIP ANALYSIS –Style : PHYSICAL EDUCATION

Curriculum Area	Style
Physical Education	

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Physical Education	<ul style="list-style-type: none">▪ Prepared answers from previous years▪ Lacked content knowledge or in-depth knowledge▪ Used incorrect terminology▪ Answers lacked breadth▪ Could not critique statements▪ Could not sustain a logical discussion – used major generalisations not backed up with supporting evidence▪ Did not follow a process of taking action

CURRICULUM AREA : TE REO MAORI

Instructional Verb	Curriculum Area	Comment
Analyse	Te Reo Maori	
Critically Analyse	Te Reo Maori	
Evaluate	Te Reo Maori	Justify ideas convincingly with evidence of supporting statements sometimes using personal experiences, whakatauki, kinaki, kiwaha, kianga to convincingly justify statements
Synthesise	Te Reo Maori	Ability to synthesise and integrate listening, writing, reading and speaking with flair
Create/Show Original Thinking	Te Reo Maori	Ability to use original and individual thinking as reflected in both written and spoken answers

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Te Reo Maori	The ability to synthesise and integrate listening, writing, reading and speaking skills with flair. The ability to confidently articulate ideas via persuasive and convincing arguments. The ability to sequence thoughts in a logical manner.

SCHOLARSHIP ANALYSIS – Weaker Areas : TE REO MAORI

Curriculum Area	Weakness
Te Reo Maori	<ul style="list-style-type: none">▪ Did not meet basic requirements of the task▪ Did not use correct Maori grammar and vocabulary▪ Did not sequence ideas logically▪ Could not recall information from set pieces▪ Could not rework the texts into an original piece of work▪ Could not speak for the required length of time▪ Did not write enough to meet the requirements

CURRICULUM AREA : VISUAL ARTS

Instructional Verb	Curriculum Area	Comment
Analyse	Visual Arts	<p>Awareness of artists and knowledge of practice will enable candidates to provide evidence of research, analysis and understanding of strategies that critically underpin their proposal.</p> <p><i>Analysis may include, but not be limited to, personal contexts, situational contexts and cultural contexts surrounding the making of the work, which allows for practical exploration, synthesis and communication.</i></p>
Critically Analyse	Visual Arts	<p>Digital engagement must be purposeful, appropriate and show a critical and analytical appreciation of why this is being used and the advantages that can be achieved.</p>
Evaluate	Visual Arts	<p><i>Work shows evidence of on-going evaluation through reflection, critique and contextual research.</i></p>
Synthesise	Visual Arts	<p>Best practices ... operate within an integrated approach ie the candidate engages with a workbook throughout the course of study and this enablers the portfolio and the workbook to equivalently represent the whole engagement.</p> <p><i>The bringing together of all outcomes of practical exploration, research and analysis, so that they interact to form a holistic entity.</i></p>
Create/Show Original Thinking	Visual Arts	<p>The use of portfolio and workbook together allows candidates to take chances, be experimental, interrogate boundaries, continuously revisit the central proposition. The function of theoretical and practical research is to frame the context of how a candidate operates. It provides evidence of insights, observations, and reflections about how they construct their own creative endeavours.</p> <p><i>Students will work critically and independently in the production of original work in Design, Painting, Photography, Printmaking or Sculpture.</i></p> <p><i>In this context original work does not carry the meaning normally associated with the work of mature and innovative artists ... has to do with the evidence students can present of their distinctive and innovative use of what they have learned.</i></p>

SCHOLARSHIP ANALYSIS –Style : VISUAL ARTS

Curriculum Area	Style
Visual Arts	<p>Best practices are those that operate within an integrated approach. Whilst the evidence of manual dexterity, visual acuity and strategic thinking should be apparent in a scholarship submission, it is the manner in which meaningful connections are constructed between such types of evidence that provides for a systematic and in-depth study.</p> <p><i>Communication by explicit and implicit means of all ideas, concepts and issues relevant to the chosen field of practice. Communication is effected through the process of making work (ie making ideas manifest through processes and procedures) as well as by the means of presentation</i></p>

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Visual Arts	<ul style="list-style-type: none">▪ Difficult to discern a central proposition▪ Did not provide evidence of the significance of artists to their own work▪ Did not use workbooks as a forum for their own experimentation▪ Workbooks gave more examples and wordy explanations of portfolio works rather than greater depth, range and lateral working

CURRICULUM AREA : PAINTING

Instructional Verb	Curriculum Area	Comment
Analyse	Painting	
Critically Analyse	Painting	Demonstrated a diversity of forms of practice in contemporary painting which often included critical responses to such things as photography, illustration, installation & sculpture Workbooks increased the marker's depth of understanding about appropriate critical decisions related to what motivated the work – clear evidence of the 'running line' of the work as well as unexpected connections that were 'driven' by the central inquiry.
Evaluate	Painting	Made fluent use of a range of media in one form of practice (eg landscape) that enabled conventional approaches to be challenged, evaluated and reformed.
Synthesise	Painting	
Create/Show Original Thinking	Painting	Demonstrated a depth of individualized invention Submissions revealed evidence of the purposeful and coherent production of original work

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Painting	Presented submissions that revealed evidence of the purposeful and coherent production of original work

CURRICULUM AREA : PHOTOGRAPHY

Instructional Verb	Curriculum Area	Comment
Analyse	Photography	Showed a broad understanding of contemporary art issues across a range of disciplines and drew upon conceptual ideas from research in other fields including broader cultural contexts. Evaluation supported by image analysis examining how images communicate ideas.
Critically Analyse	Photography	Artists were investigated because their ideas or methods had relevance to the candidate's investigations. Strong submissions continued to question, did not have pre-determined outcomes, asked meaningful questions, and were research-based, with a sense of inquiry rather than being outcome-focused.
Evaluate	Photography	Provided evidence of an evaluation process arrived at through careful examination and analysis of ideas and processes.
Synthesise	Photography	Candidates were continually engaged in research, employing on-going reflection, developing knowledge about art-making ideas, analyzing and making connections, and synthesizing these in practice.
Create/Show Original Thinking	Photography	

SCHOLARSHIP ANALYSIS –Style : PHOTOGRAPHY

Curriculum Area	Style
Photography	Demonstrated fluency with selected processes, materials and techniques

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Photography	<ul style="list-style-type: none">▪ Poorly laid out portfolios▪ Used workbook pages to explain portfolio layout rather than adding depth and breadth to the proposition, evidence of research, analysis, understandings or strategies▪ Did not offer additional evidence in the workbook▪ Researched artists without showing their relevance and so did not explore associations and interpretations▪ Described steps undertaken rather than the reasons for them. Writing must be analytical and developmental and ideas clearly articulated▪ Statements without clarification▪ Workbook read like an essay – lacked exploration which tested, refined, evaluated and synthesised ideas, processes, materials and techniques

CURRICULUM AREA : DESIGN

Instructional Verb	Curriculum Area	Comment
Analyse	Design	The key concepts were analyzed and interrogated until appropriate design solutions originated. A genuine understanding of artist / designer models and broader insights into cross-disciplinary practice led to development of ideas, media and format
Critically Analyse	Design	Confidently understood and employed contemporary design processes which included critical and reflective practices and research methodologies.
Evaluate	Design	Ideas were developed through critical evaluation
Synthesise	Design	Demonstrated a comprehensive understanding, integration and re-interpretation of their own type-face design and application
Create/Show Original Thinking	Design	Self-assured in the application of conceptual, technical and formal strategies which fostered inventive ideas and design solutions.

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Design	They developed a sophisticated visual vocabulary that became distinctly their own through a wider understanding of context, visual investigation and research.

SCHOLARSHIP ANALYSIS – Weaker Areas : DESIGN

Curriculum Area	Weakness
Design	<ul style="list-style-type: none">▪ Did not sustain links between workbook and portfolio▪ Did not clarify and extrapolate ideas in the workbook. This limited the evidence of meaningful analysis, critique and research▪ Workbooks relied too heavily on a body of writing – ideas can be communicated more effectively through visual explanation▪ Relied too closely on artist / designer models. Did not demonstrate a critical awareness of relevant contemporary models and ideas▪ Unable to develop a brief or provocation that deepened their engagement with research, analyses, evaluation, procedures, materials and the synthesis of ideas▪ Failed to apply technical mastery over visual language and fluency of materials and techniques

CURRICULUM AREA : PRINTMAKING

Instructional Verb	Curriculum Area	Comment
Analyse	Printmaking	Looked across the various disciplines and found a variety of artists who appropriately informed the concerns they were dealing with.
Critically Analyse	Printmaking	Constantly asked themselves questions of “why” when determining whether to use particular ideas or images.
Evaluate	Printmaking	
Synthesise	Printmaking	Ability to synthesize the visual / conceptual ideas from various disciplines and a variety of artists into their own work.
Create/Show Original Thinking	Printmaking	Often broke the boundaries of the accepted notions of printmaking in a controlled and knowing way.

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Printmaking	Developed clear ideas and resolved work through sound and wide-ranging research that appropriately informed the range of print options they undertook.

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Printmaking	<ul style="list-style-type: none"> ▪ Described rather than analysed ▪ Did not select appropriate materials for their workbooks – analysis needed to be of the process to inform decisions not postproduction ▪ Little understanding of a variety of drawing processes nor of the purpose of drawing ▪ Followed established patterns rather than alternative learning

CURRICULUM AREA : Sculpture

Instructional Verb	Curriculum Area	Comment
Analyse	Sculpture	Engaged in a logical and solid exploration of identified contexts Demonstrated a consistent, systematic, analytical and reflective approach
Critically Analyse	Sculpture	Represented sculptural investigations through a parallel body of work which offered alternative methods and possibilities
Evaluate	Sculpture	A clear intent at the beginning was key towards further exploration, invention and re-invention of content
Synthesise	Sculpture	Integrated artist models to define their own strategies
Create/Show Original Thinking	Sculpture	Demonstrated lateral thinking

SCHOLARSHIP ANALYSIS –Style

Curriculum Area	Style
Sculpture	Demonstrated a consistent, systematic, analytical and reflective approach that clearly operated within contemporary sculptural practice, and which demonstrated understanding of sculptural conventions

SCHOLARSHIP ANALYSIS – Weaker Areas

Curriculum Area	Weakness
Sculpture	<ul style="list-style-type: none"> ▪ Inaccurate investigation of central concepts and therefore no strong proposition ▪ Did not make their idea – it remained in the drawing, model or Marquette stage ▪ Provided little variety with the scale of photographs ▪ Workbooks showed replication of portfolio rather than development and extension of breadth

